

# Pasifika Education Plan

## 2009–2012

The background of the upper half of the page features a series of wavy, horizontal lines in shades of orange and cream. A repeating geometric pattern, consisting of interlocking triangles forming a larger triangular motif, is visible in the background, particularly on the right side.

### Featured stories

- ✕ [Pasifika Education Plan 2009–2012](#)
- ✕ [Early Childhood Education](#)
- ✕ [Compulsory Education](#)
- ✕ [Tertiary Education](#)
- ✕ [Sector-Wide Education](#)

# Contents

## Pasifika Education Plan 2009–2012

Understanding Pasifika .....	3
Summary of Progress against the Pasifika Education Plan 2009–2012.....	4
Budget 2011 .....	6

## Early Childhood Education

Early Childhood Education Participation .....	8
20 Hours ECE .....	8
Equity Funding .....	9
Early Intervention Support .....	9
B4 School Check .....	9

## Compulsory Education

National Standards .....	12
Pasifika Languages Resources .....	13
English for Speakers of Other Languages (ESOL) .....	13
Ministry of Education Publications.....	14
Parent-Teacher Interviews.....	14
Assessment for Learning.....	15
National Certificate of Educational Achievement (NCEA).....	16
Student Achievement Function .....	16
Aspire Scholarships .....	17

## Tertiary Education

Study Support for Pasifika Students .....	20
Youth Guarantee .....	21
Trade Academies .....	22
Student Loans.....	22
Student Allowance .....	23
Modern Apprenticeships .....	23
Teaching Careers .....	24

## Sector-Wide Education

Ministry of Education Staff Capability .....	28
----------------------------------------------	----

## ✕ Understanding Pasifika

Pasifika is a collective term used to refer to people of Pacific heritage or ancestry who have migrated or been born in Aotearoa New Zealand. Pasifika include recent migrants or first, second and subsequent generations of New Zealand-born Pasifika men, women and children of single or mixed heritages. They identify themselves with their indigenous Pacific countries of origin because of family and cultural connections with Samoa, Cook Islands, Tonga, Niue, Tokelau, Fiji, Solomon Islands, Tuvalu and other Pacific countries. Pasifika people are not homogenous and Pasifika does not refer to a single ethnicity, nationality, gender, language or culture.

Pasifika can have multiple world-views with diverse cultural identities and may be monolingual, bilingual or multilingual. These factors help them to operate successfully through spiritual, political, cultural and economic worlds. Pasifika people value and respect elders and leadership, and build and lead strong relationships through service. Reciprocity is a way of life where one's location, connectedness to family and community defines one's well being, sense of belonging, identity and culture.

Effective learning and teaching can help realise the potential that being Pasifika offers through the strands of *Te Whariki* (The Early Childhood Curriculum) and the *New Zealand Curriculum*. Ensuring that Pasifika students and young people participate in quality early childhood education, are present, engaged and achieving in school and tertiary education, is a shared responsibility – between parents and their children, between teachers and parents, between students and teacher and between policy and practice.

In charting new journeys in this country, Pasifika want the best for their children and young people in all areas and walks of life, and that they can contribute as full citizens of Aotearoa New Zealand. This quest for high achievement and contribution to citizenship is made not in isolation; rather it draws on internal (within families and communities such as church) and external (outside of families and communities such as in schools) factors that influence education such as:

- ▶ knowledge of family (extended), roles, sense of position, and the importance and value of strong networked relationships

- ▶ understanding the importance of social structures such as community and church and utilising these in consultation and seeking feedback
- ▶ high educational expectations, aspirations and achievement that empower through building on Pasifika strengths
- ▶ strong identities, multiple worlds, language, culture and epistemologies
- ▶ engaged parents and partnerships that are inclusive of all stakeholders in education
- ▶ resilience, individual and group strength
- ▶ understanding the nature of change, individual and collective contributions to success, and
- ▶ an education system that is responsible and accountable for outcomes.

Success in education is about positively harnessing Pasifika diversity and multiple world views within an enabling education system that works for young people, their families and communities. These are the corner stones for stepping up the *Pasifika Education Plan*, to accelerate urgency in achieving better education outcomes for Pasifika. Pasifika success is critical for the future of Aotearoa New Zealand.

## ✕ Summary of Progress against the Pasifika Education Plan 2009–2012

### Recent movements: 2009

In 2009 Pasifika learners showed marked improvement in many areas of education compared to nationwide general trends. Figure A shows a broad picture of where we are now in terms of the indicators, recent improvements and what improvement is required to reach the specific targets for the future.

Each spoke represents an indicator from this report. The target for each measure has been adjusted to equal 1.00 (the black outer line). The red line represents the position of the indicator a year prior to the current data. A value of less than 1.00 means that the target has yet to be reached, while a value greater than one means the target has been achieved.

The distance between the blue line and the red line shows how much change has occurred in the past year for that target. Where the dark blue line is closer to the outer edge, an improvement has been made. The distance between the blue line and the black line shows how much change is required to reach the target. These distances are proportionately identical for each indicator.

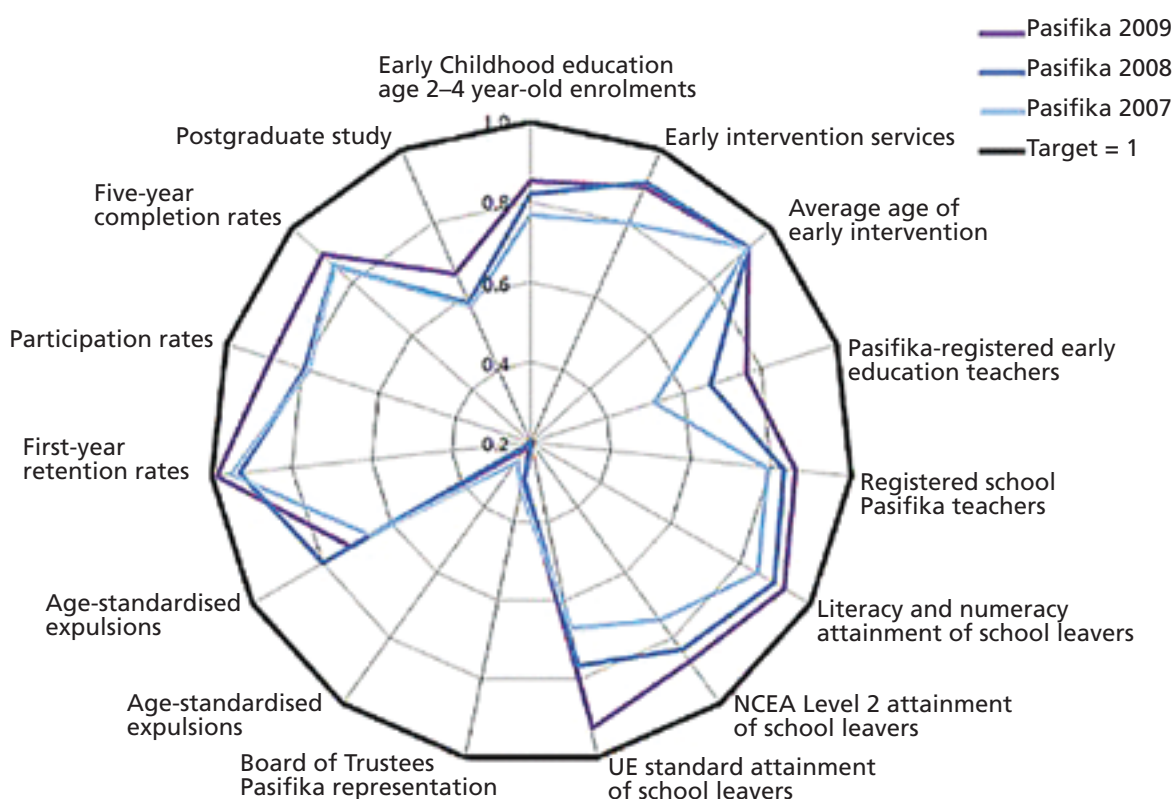
For nearly all the schooling and tertiary indicators a clear improvement can be seen. Early childhood education indicators show minimal change, with the exception of a large increase in registered Pasifika early childhood education teachers. The 'distance' still required to reach the target does not

show the ease or likelihood of achieving the target. For some indicators, for instance many tertiary indicators, a small improvement will be very difficult, while for other indicators a larger improvement will be relatively easy. The lack of improvement or deterioration between 2008 and 2009 also indicates where change may be more difficult.

### Where we are: 2009

The following section provides a high level summary of the first year the *Plan* has been in effect. Data predominantly relates to 2009, however more current 2010 data is used where available. A brief likelihood of the target being met is also provided.

**Figure A:** The graph below shows progress over the last three years.



### Early childhood education

- ▶ Participation has continued to improve. In 2009 there were 9,492 Pasifika children aged 2 to 4 years enrolled in licensed early childhood services. It is forecast that the target of 11,103 enrolments will be met in 2012.
- ▶ In 2009, the number of Pasifika children in early intervention services was 731. From recent trends it is forecast that the target of an increase of 10 percent in the number of these services (to 813) will be achieved in 2012.
- ▶ The average age of a first referral to early intervention services in 2009 for a Pasifika child was 3 years 4 months. Given this average has been consistent for the past five years, intervention of some sort will be needed to achieve the target of the average first referral time occurring three months earlier in the child's life.
- ▶ The number of registered Pasifika early childhood education teachers in 2009 was 919. With the increasing trend in registered teachers, it is forecast that the target of 1,208 registered Pasifika teachers in 2012 will be met.
- ▶ From the end of 2007, 50 percent of regulated teachers in teacher-led early childhood education services were required to hold a recognised early childhood education teaching qualification. Of the 109 Pasifika character services, 85 were meeting this requirement, in 2009.

### Compulsory education

- ▶ 86 percent of all 2009 Pasifika school leavers achieved the NCEA level 1 literacy and numeracy requirements. The forecast position for 2012 is that the target of 93 percent will be met.

- ▶ 66 percent of all 2009 Pasifika school leavers achieved NCEA level 2 or above. The forecast position for 2012 is that the target of 75 percent will be met.
- ▶ 28 percent of all 2009 Pasifika school leavers achieved a university entrance standard. The forecast position for 2012 is that the target of 30 percent will be met.
- ▶ There were 1,368 Pasifika teachers in 2010, an 88 percent increase from 2000. It is forecast that the target of 1,520 registered Pasifika teachers in 2012 will be met.
- ▶ Age-standardised suspension rates for Pasifika students increased by 11 percent from 7.2 to 8.0 per 1000 between 2008 and 2009 after previous years of decrease. The forecast is that the target for a Pasifika age-standardised suspension rate of 5.0 per 1,000 students by 2012 will now not be achieved without further intervention.
- ▶ The age-standardised expulsion rate for Pasifika students in 2009 was 4.7 per 1000 students, a decrease of 8 percent since 2008. It is unlikely that the forecast target of 1 per 1,000 Pasifika student expulsions will be achieved without additional intervention.
- ▶ In 2009, 30 percent of schools in which Pasifika representation on the schools board of trustees would be expected had such representation. It is unlikely that the forecast target of 100 percent of these schools having such representation will be met without suitable intervention.

### Tertiary education

- ▶ In 2009, the number of Pasifika people aged 18 to 24 years in level 4 qualifications and above increased

to 24 percent. It is forecast that this participation rate for Pasifika students will reach 27 percent in 2012, just reaching the target of 27 percent.

- ▶ Pasifika students aged 18 to 24 years who first enrolled in 2008 had a first-year retention rate of 74 percent (which is a decrease of three percentage points from students who first enrolled in 2007). The target for 2012 is 75 percent. Based on the recent trends for Pasifika students, it is forecast that the retention rate will rise to 75 percent in 2012, reaching the target.
- ▶ Of the Pasifika students aged 18 to 24 years who began a qualification at level four or above in 2005, 39 percent completed this qualification in 2009. It is estimated that the Pasifika five-year completion rate will increase to 40 percent in 2012 for those who started study in 2008. The corresponding target is 43 percent.
- ▶ In 2009, the participation rate in postgraduate study by Pasifika students was 0.66 percent. The target participation rate for Pasifika students in postgraduate study is one percent. By 2012 the rate is forecast to be 0.77 percent.

### Whole of sector

The Ministry is the lead Government agency for the *Plan* and through strengthening relationships with other agencies, the resulting collaboration will be critical to the success of the *Plan* and Pasifika in education.

Ministry staff continue to develop their understanding of Pasifika which will ensure that the goals in the *Plan* are fully realised.

## ✕ Budget 2011

The increased education funding in Budget 2011 will continue to improve the education system, lift student achievement and engage young people in study options that lead to worthwhile qualifications.

The priority for Early Childhood Education (ECE) is to increase participation for Pasifika that will benefit the most from ECE. ECE Budget 2011 highlights include:

- ▶ \$416.7 million to meet the increased demand from population growth, and more children staying in ECE for longer periods of time
- ▶ \$61 million to increase funding rates for ECE services to allow for rises in costs
- ▶ \$21.5 million to extend and strengthen the early childhood equity fund, which provides additional resources to services with high enrolments of children from priority groups

- ▶ \$30.8 million for an early learning information system to improve information about participation and system performance
- ▶ \$20.3 million to fund early childhood education for children in care.

Budget 2011 initiatives to support school leadership and management will help schools to work together more effectively and allow schools to share knowledge about effective teaching and learning. Schooling Budget 2011 highlights include:

- ▶ \$118.1 million – increase in new operational funding for schools to allow for rises in costs
- ▶ \$66.5 million in new funding for the wider Youth Guarantee to keep 16 and 17 year olds engaged in education and training. This will provide up to five new Trades Academies and eight new Service Academies

- ▶ \$77.9 million for roll growth
- ▶ \$59.7 million for school property
- ▶ \$60 million reprioritised to upgrade existing school buildings
- ▶ \$16.7 million to support moderation and resources for teachers using National Standards
- ▶ \$51.5 million to build the infrastructure to support ultra-fast broadband in schools
- ▶ \$6.1 million for Alternative Education to increase places and provide specialist professional learning and development for staff
- ▶ \$4 million to provide an additional 72 teachers to support more than 600 students who are hearing and/or vision impaired
- ▶ \$4 million to provide increased professional development and mentoring for boards of trustees.

# Early Childhood Education



## Featured stories

- ✕ Early Childhood Education Participation
- ✕ 20 Hours ECE
- ✕ Equity Funding
- ✕ Early Intervention Support
- ✕ B4 School Check



## ✧ Early Childhood Education Participation

### What is in the *Participation Programme*?

The *Participation Programme* is made up of six initiatives that look to improve the participation rate of non-participating children:

#### **Intensive community participation projects**

Supporting communities identify and address why children are not participating in early childhood education.

#### **Flexible and responsive home-based projects**

Supporting existing early childhood education services into home-based services.

#### **Supported playgroups**

Providing additional support for curriculum delivery and parental engagement.

#### **Identity, language, culture and community engagement support projects**

Supporting communities to work more effectively with Pasifika families.

#### **Engaging priority families**

Providing support to families of 3 and 4 year old children to become involved in early childhood education.

#### **Improved property assistance**

Providing funding to increase the number of early childhood education places in low participation communities.

#### **What is being done to increase Pasifika participation in early childhood education?**

- ▶ The *Counties Manukau Participation Project*
- ▶ New early childhood education services

- ▶ \$46 million to non-teacher costs in the early childhood education funding rates
- ▶ \$34.9 million to support early childhood education services meet teacher registration targets.

#### **Which children will be targeted for extra support to participate?**

Most of the *Participation Programme* are targeted to areas with large groups of non-participating Pasifika children.

#### **Why the focus on Pasifika children?**

Pasifika children have lower participation rates compared to the national rate.

#### **How many children will be affected by the *Participation Programme*?**

Up to 3,500 children over four years will access quality early childhood education as a result of the *Participation Programme*.

## ✧ 20 Hours ECE

### Who is eligible to get 20 Hours ECE?

All three, four and five year olds enrolled at an early childhood education service that offers *20 Hours ECE*.

### When does eligibility to 20 Hours ECE end?

The last day that can be claimed as *20 Hours ECE* is the day before a child's sixth birthday.

### Can children who are not New Zealand residents be enrolled in 20 Hours ECE?

Yes. Any three, four or five year old child in New Zealand can receive *20 Hours ECE* even if they are not a New Zealand resident or citizen.

### Is 20 Hours ECE income tested?

No. *20 Hours ECE* is available regardless of income, work status, immigration status, family situation or any other factor.

### Who can offer 20 Hours ECE?

All licensed teacher-led early childhood education services and Playcentres.

### Do early childhood education services have to offer 20 Hours ECE?

No. It is up to individual early childhood education services to decide whether they offer *20 Hours ECE*.

### Can an early childhood education service charge fees for hours on public holidays that would normally be 20 Hours ECE?

No. Early childhood education services cannot charge any fees for access to *20 Hours ECE* – even on public holidays.

### What is an Optional Charge?

An Optional Charge is a request for a payment for specific additional features such as weekly visits by a dance/music teacher or trips to the zoo.

### What can early childhood education services do if parents do not agree to pay Optional Charges?

Optional Charges are not compulsory.

By agreeing not to pay parents are agreeing to not have access to additional activities or items.

### How do early childhood education services record a parent's agreement to pay an Optional Charge?

Early childhood education services must record an Optional Charge payment on the Enrolment Agreement Form that is signed and dated by a parent.

### What can early childhood education services do if parents stop paying Optional Charges?

Parents must continue to pay the Optional Charge until both parties agree to changes.



## ✧ Equity Funding

### What is the purpose of equity funding?

Equity funding aims to:

- ▶ reduce educational inequality
- ▶ reduce barriers to participation in early childhood education
- ▶ support early childhood services to raise educational achievement.

The funding is available to licensed, community-based early childhood education services:

- ▶ in low socio-economic communities
- ▶ that have significant numbers from non-English speaking backgrounds
- ▶ that are based on a language and culture other than English.

### Which services are eligible to receive equity funding?

Services can apply to have their eligibility determined if they are a licensed, community based, early childhood education service.

### How can a service spend our equity funding?

How each service spends their equity funding will depend on what the early childhood service is eligible for.

### What are the reporting requirements for equity funding?

Early childhood education services

must report directly to parents and the local community on how they spend the funding. At a minimum, each service must include the following information in their annual report:

- ▶ an outline of the amount received
- ▶ a brief description of what the funding was spent on
- ▶ a brief outline of the reasons for spending the equity funding.

### For more information:

**e** [resourcing@minedu.govt.nz](mailto:resourcing@minedu.govt.nz)

**p** (04) 463 8383

## ✧ Early Intervention Support

Special Education staff and early intervention specialists work with children with education needs to:

- ▶ assess skills and needs
- ▶ set goals
- ▶ develop a plan to achieve the goals
- ▶ agree on new goals.

Early intervention specialists include:

- ▶ speech-language therapists
- ▶ early intervention teachers
- ▶ psychologists
- ▶ deaf children advisors
- ▶ education support workers.

Services can include:

- ▶ guidance for teachers and parents
- ▶ speech-language therapy
- ▶ direct teaching support
- ▶ organising physiotherapy.

Support is available for children until they are settled in school and can be provided at home or in early childhood education settings. A parent who thinks their child needs early intervention support can talk to:

- ▶ their family doctor
- ▶ Plunket

- ▶ Parents as First Teachers educators
- ▶ staff at their early childhood education centre
- ▶ an education specialist at their closest Special Education office.

### For more information:

**e** [special.education@minedu.govt.nz](mailto:special.education@minedu.govt.nz)

**p** 0800 622 222 – Special Education Information Line

## ✧ B4 School Check

The *B4 School Check* is a free check for four-year-olds to assess their:

- ▶ hearing
- ▶ eyesight
- ▶ teeth and gums
- ▶ height
- ▶ weight
- ▶ behaviour development.

### How does a child get a B4 School Check?

The local *B4 School Check* provider will invite the parent and child to attend. The *B4 School Check* usually takes about 45–60 minutes.

### What happens after the B4 School Check?

After a child has had their *B4 School Check*, the parents can request a copy of the results. If a child needs anything

more, the nurse will offer to refer them to another service.

### What happens to information collected as part of the B4 School Check?

At the *B4 School Check*, the nurse will explain what happens to the information collected during the check and what will be shared with the family doctor, early childhood centre and the school a child attends.



# Compulsory Education

## Featured stories

- ✕ [National Standards](#)
- ✕ [Pasifika Languages Resources](#)
- ✕ [English for Speakers of Other Languages \(ESOL\)](#)
- ✕ [Ministry of Education Publications](#)
- ✕ [Parent-Teacher Interviews](#)
- ✕ [Assessment for Learning](#)
- ✕ [National Certificate of Educational Achievement \(NCEA\)](#)
- ✕ [Student Achievement Function](#)
- ✕ [Aspire Scholarships](#)

## National Standards

### How will National Standards raise student achievement?

Teachers will use information about how students are progressing to:

- ▶ plan and teach what the student needs to learn in reading, writing and maths
- ▶ work out where a student is at
- ▶ set goals for learning, together with the parents and student.

### How will the teacher work out where a child is at?

The teacher will use a range of ways that include:

- ▶ watching a child working in the classroom
- ▶ talking to a child about their learning
- ▶ having a child assessing their own and other work.

### Will there be an entry standard for five year olds?

There is no entry standard for five year olds.

### Does every child need goals in mathematics, reading, and writing?

All students should know what goals they are working towards and why they are important.

### What about goals in the other learning areas?

Helping students to set their own learning goals helps them to be clear about what they know and what they need to learn.

### Does the introduction of National Standards mean new national tests?

National Standards will not involve national testing.

### How often do teachers have to make judgments about progress and achievement in relation to the standards?

By using informal and formal judgments made during the year.

### What about English language learners?

Schools and teachers will determine whether to use *English Language Learning Progressions* or National Standards for a student learning English as an additional language.

### Are there specific tests which teachers must use when assessing students in relation to standards?

No. Schools and teachers should decide on the assessment programme that best suits their needs.

### What reports do schools give parents?

Schools are required to provide:

- ▶ a mid-year report focusing on progress in relation to National Standards
- ▶ an end-of-year report summarising progress and achievement made in relation to National Standards.

### How should teachers report to parents to describe progress and achievement?

Schools are expected to talk with parents/families to determine how they would like to receive information.

### Some parents have English as an additional language. Should reports be in their first languages?

Schools need to develop ways of communicating with parents who have English as an additional language. This could be done through face-to-face meetings where a support person can help interpret the discussion or reporting in a parent's first language.

### Do boards set targets in their charters for all students, in reading, writing, and mathematics?

Boards will be required to set National Standards targets in their charters and report against these targets in annual reports. Schools are required to report on:

- ▶ strengths and identified areas for improvement
- ▶ areas for improvement
- ▶ planned actions for lifting achievement
- ▶ the numbers and proportions of students at, above, below or well below the standards
- ▶ how students are progressing against the standards as well as how they are achieving.

### Ways for parents/families to get involved

Parents are encouraged to have a close relationship with the school and help support learning at home. Some ways parents can support learning include:

- ▶ attending parent-teacher interviews
- ▶ reading school newsletters and attending school events
- ▶ asking about homework set by the teacher and what they can do to help
- ▶ having a say on any school issues/topics
- ▶ getting to know who is on the school's board of trustees
- ▶ consider attending a board meeting
- ▶ finding out if the school has a parent group such as a Parent Teacher Association
- ▶ checking with the school to see how else they might be involved.

## ✧ Pasifika Languages Resources

### What are the Tupu and Fōlauga publications about?

*Tupu* and *Fōlauga* are an instructional series for English medium classrooms aimed at supporting Pasifika students

- ▶ *Tupu* supports the introductory stages of learning in five Pasifika languages (Cook Islands Māori, vagahau Niue, gagana Tokelau, Tongan and Sāmoan)
- ▶ *Fōlauga* supports learning gagana Sāmoa as an additional language and to support literacy learning in Sāmoan (i.e. in Sāmoan-language instructional contexts).

### Why has production of Tupu and Fōlauga been paused?

- ▶ The *Tupu* and *Fōlauga* series have been paused so the Ministry of Education can review if the *Tupu* and *Fōlauga* series are meeting their intended purpose
- ▶ The Ministry of Education is expecting the review to be completed by June 2011. From the review the Ministry of Education can assess how to best meet Pasifika student needs in literacy and numeracy.

### What other Pasifika resources are available for schools?

Pasifika Language Guidelines:

- ▶ *Gagana Tokelau: The Tokelau Language Guidelines*
- ▶ *Tongan in the New Zealand Curriculum*
- ▶ *Cook Islands Māori in the New Zealand Curriculum*

- ▶ *Vagahau Niue in the New Zealand Curriculum*
- ▶ *Ta'iala mo le Gagana Sāmoa: Gagana Sāmoa Language Guidelines.*

### Effective Teaching and Engaging Parents Families and Communities material

- ▶ *Connections and Conversations*
  - ▶ DVD and Booklet
- ▶ *Language Enhancing the Achievement of Pasifika*
  - ▶ Web resource for teachers of bilingual Pasifika students
- ▶ *Teaching and Learning for Bilingual Pasifika Students in New Zealand*
  - ▶ Research about what works best for bilingual Pasifika students in New Zealand
- ▶ *Songs to Celebrate Pasifika Languages and Cultures*
  - ▶ Songs and music to support the Pasifika Learning Languages Series for Years 7–10
- ▶ *Language Enhancing the Achievement of Pasifika*
  - ▶ A professional learning resource developed for teachers working in mainstream New Zealand classrooms with bilingual Pasifika students. The professional learning focuses on:
    - ▶ what characterises bilingual Pasifika students
    - ▶ what helps bilingual Pasifika students to learn most effectively
    - ▶ how to develop teaching strategies that enhance Pasifika student learning and achievement.

### Learning Languages Series

- ▶ Multi-media materials designed for teachers and students who are new to language learning. The series is designed for years 7 and 8 students and supports Levels 1 and 2 achievement objectives in the curriculum of the respective languages
  - ▶ *I-E-Ko-Ko! An Introduction to Cook Islands Māori*
  - ▶ *Haia! An Introduction to Vagahau Niue*
  - ▶ *Mua Ō! An Introduction to Gagana Sāmoa*
  - ▶ *Faufau! An Introduction to Tongan*
  - ▶ *Songs to Celebrate Pasifika Languages and Cultures*
  - ▶ *12 titles Pasifika language Story books.*

### Useful links for Pasifika parents

w <http://pasifika.tki.org.nz/>

A web based community where teachers and school leaders can access resources, research, materials and the *Pasifika Education Plan*.

w [www.thechair.minedu.govt.nz](http://www.thechair.minedu.govt.nz)

The Ministry's online catalogue containing back editions of *Tupu* and *Fōlauga* books.

w [http://www.educationcounts.govt.nz/publications/pasifika\\_education](http://www.educationcounts.govt.nz/publications/pasifika_education)

Pasifika education research and statistics.

## ✧ English for Speakers of Other Languages (ESOL)

### Applying for funding

- ▶ An ESOL Assessment Form must be completed for each student who is eligible to receive ESOL funding
- ▶ Schools enter student details to apply for funding for new students that are sent to the Ministry of Education.

### Criteria for funding

- ▶ Students with the highest language needs
- ▶ Eligible students from a migrant or refugee background
- ▶ New Zealand born students of migrant or refugee.

### Funding rates

- ▶ Funding rates vary between \$600–\$1800 per year for each student depending on the year level and status of students.

## ✧ Ministry of Education Publications

The Ministry of Education has a number of publications to provide additional support to schools with ESOL programmes:

### **Non-English-Speaking Background Students: A Handbook for Schools**

A handbook written to help principals, boards of trustees, and school management and teachers develop practices that are appropriate of English Language Learners.

### **English Language Intensive Programme: Primary Resource and Years 7–13**

Resources to support ESOL programmes and provide guidelines for teachers of ESOL programmes.

### **Supporting English Language Learners in Primary Schools**

The four booklets outline suggestions for developing students' English language in mainstream and transitional classes.

### **Making Language and Learning Work DVDs 1, 2 and 3**

The DVDs provide practical examples of best practice for teaching English Language Learners in mainstream classrooms.

### **Helping Your Children Learn At Home and At School Parent Booklets**

The booklets for parents and families explain the New Zealand education system from early childhood education to secondary school and discuss a range

of social and educational challenges facing English Language Learners. These booklets are available in Cook Island Māori, Niuean, Sāmoan and Tongan.

### **For more information:**

Maungawhau Office of the Ministry of Education

12–15 Normanby Road, Mt Eden, Auckland

Private Bag 92644, Symonds Street, Auckland

**p** (09) 632 9400 or 0800 800 675  
**e** [info.esol@minedu.govt.nz](mailto:info.esol@minedu.govt.nz)

## ✧ Parent-Teacher Interviews

### **Information for parents**

#### **Before meeting the teacher**

- ▶ Read any recent school reports and write down any questions
- ▶ Always put the most important questions at the top of your list
- ▶ Talk to your child about how they feel about school and anything that they are particularly enjoying or finding too easy or too difficult
- ▶ Ask your child if there's anything they might want you to talk about with the teacher.

### **At the interview**

- ▶ Take notes, in case you want to talk about what was discussed with the teacher.

#### **Questions to ask the teacher**

- ▶ How well is my child doing?
- ▶ What can they do well?
- ▶ What do they need help with?
- ▶ What are they going to learn next?
- ▶ What do you need to know about my child to help them in the classroom?
- ▶ How will the school support them?
- ▶ What can I do to help at home?
- ▶ What is the best way to keep in contact about how my child is doing?
- ▶ Is my son/daughter progressing as expected?

- ▶ What do they do well?
- ▶ What do they need help with?
- ▶ What can I do to help?
- ▶ Do they participate well in class?
- ▶ Does my son/daughter seem settled at school? How do they get along with others?
- ▶ Are there any areas for concern?
- ▶ What's the best way to contact you if I need to discuss any concerns?

#### **After the interview**

- ▶ Share the positive things that the teacher said
- ▶ Talk about anything the teacher suggested do at home.



## Assessment for Learning

Assessment for learning is the process in which assessment information is used by teachers to adjust their teaching strategies, and by students to adjust their learning strategies. Assessment for learning is underpinned by the utmost confidence that every student can improve, plan and manage the next steps in their learning.

Assessment for learning helps teachers gather information to:

- ▶ plan and modify teaching and learning programmes for individual students, groups of students and the class as a whole
- ▶ pinpoint students' strengths so that both teachers and students can build on them ▶ identify students' learning needs in a clear and constructive way so they can be addressed
- ▶ involve parents and families in their children's learning.

The range of approaches may include:

- ▶ day-to-day activities (such as learning conversations)
- ▶ a simple mental note taken by the teacher during observation
- ▶ student self and peer assessments
- ▶ a detailed analysis of a student's work
- ▶ assessment tools (which may be written items, structured interview questions or items teachers make up themselves).

### Principles of Assessment for Learning

#### Learning to learn

The assessment for learning process can unlock the approaches used by students and help them to become more aware of what they are learning, and how they are learning it. This empowers students to take control of their own learning.

#### Building students' assessment capability

When students actively participate in assessing their learning by interpreting their performance, they are better placed to recognise important moments of personal learning. This helps them to identify their own strengths and needs, and discover how to make '*Where to next?*' decisions.

#### Engaging and motivating

One of the most important purposes of assessment for learning is the role it plays in student motivation. Students must want to make the effort and be willing to keep on engaging, even when they find the learning difficult.

#### Content knowledge

Teachers require deep knowledge of the content to be taught and how students learn it. This means having a clear understanding of the concepts, a sense of the likely understandings and misunderstandings students will bring to the classroom and how to best facilitate new learning.

#### Progressive and cumulative

Assessment should measure progress, not just achievement. Performance will vary from day to day depending on:

- ▶ the nature of the assessment task
- ▶ the conditions in which the assessment is undertaken
- ▶ the purpose of the assessment
- ▶ the student's preparation
- ▶ the student's engagement and motivation.

#### Recognises social and cultural aspects of assessment

Teachers need knowledge of their students' cultures, backgrounds and experiences to ensure assessment is appropriate and effective.

#### Social aspects

To be effective, assessment for learning needs to take place within a positive learning environment. Students should be encouraged to take risks and make errors, and understand that wrong answers can assist learning just as effectively as right answers.

#### Cultural aspects

In the classroom, non-judgemental exploration of teachers' and students' own cultural values, assumptions and understandings about learning and assessment may help them to use the differences that surface to develop their own strengths, and identify areas for improvement.

## ✦ National Certificate of Educational Achievement (NCEA)

### How NCEA works

- ▶ Students usually begin studying for their level 1 NCEA in year 11 and continue through years 12 and 13
- ▶ Each year, students study a number of courses or subjects
- ▶ In each subject, skills and knowledge are assessed against a number of standards. Schools use a range of internal and external assessments to measure how well students meet these standards
- ▶ When a student achieves a standard, they gain a number of credits. Students must achieve a certain number of credits to gain an NCEA certificate
- ▶ There are three levels of NCEA certificate, depending on the difficulty of the standards achieved.

### Entry into NCEA

Students automatically become a candidate for NCEA when:

- ▶ their school first sends results for internally assessed standards to the New Zealand Qualifications Authority
- ▶ entries are made for externally assessed standards

- ▶ an entry is made for New Zealand Scholarship.

Each student has a unique National Student Number. The student can use this to look up information that New Zealand Qualifications Authority holds about them, including their entries, results and Record of Achievement.

### Fees for NCEA

- ▶ Students must pay their fees to have their results recorded on their Record of Achievement, and to receive certificates
- ▶ There are separate fee structures for domestic students and international students
- ▶ Financial assistance is available for domestic students to help with the payment of entry fees.

### NCEA results

- ▶ Secondary school students will receive results for all internal or external standards that are assessed as part of NCEA
- ▶ During the school year, students receive results for internally assessed work

- ▶ Students receive a Result Notice in January, which provides results for internal and external assessment from the previous year
- ▶ Certificates for NCEA and University Entrance are printed on request.

### School Results Summary

When students leave school they can request a copy of their School Results Summary which lists all the qualifications achieved and standards attempted while at school. Students can order one copy for free. Additional copies will cost \$15.30.

Students can also order their School Results Summary:

- ▶ online through your Learner login
- ▶ by phone: 0800 697 296.

### Using NCEA after leaving school

- ▶ NCEA and other national certificates are recognised by employers and are used as the benchmark for selection by universities and polytechnics
- ▶ The Record of Achievement provides a clear picture of what a prospective employee knows and can do.

## ✦ Student Achievement Function

The Student Achievement Function is the approach from the Ministry of Education to ensure all schools have the capability to improve outcomes for all students. The Student Achievement Function aims to do this by:

- ▶ directly supporting schools to gain a greater understanding of Pasifika student needs
- ▶ directly supporting schools to adapt their systems to support Pasifika students' achievement

The Student Achievement Function ensures the responsibility for

improvement is driven by the school leadership team and teachers in order to:

- ▶ develop root cause solutions
- ▶ drive changes to leadership and teaching practices that result in significant and lasting improvements

About 50 regional student achievement practitioners will:

- ▶ help schools to better recognise and embrace the importance of identity, language and culture
- ▶ support school leaders to use information to identify opportunities to lift student achievement

- ▶ work with the schools to identify areas of change and provide support through professional development and additional resources
- ▶ work with schools to develop local measurement processes to progress social, cultural and academic outcomes.

The Ministry of Education is working closely with Education Review Office to ensure schools receive more support through the Student Achievement Function.

## Aspire Scholarships

The Aspire Scholarship is for students from low income families who would like to attend a private secondary school. An Aspire Scholarship will pay up to \$15,000 per year for tuition fees, and up to \$1,500 per year for course related costs.

### Who is eligible?

A student is eligible if:

- ▶ they are in Year 9
- ▶ their primary caregiver(s) have a joint annual gross income of \$56,000 or less
- ▶ their primary caregiver(s) have a combined net worth of \$200,000 or less
- ▶ they, or their primary caregiver(s), are not beneficiaries of any trusts
- ▶ they are a New Zealand citizen or a permanent resident of New Zealand.

### If a student enrolls at a private school with an Aspire Scholarship, will their school fees be paid every year?

Yes, if they remain enrolled at a private school.

### What happens if an Aspire student leaves the private school they originally enrolled at with the Aspire Scholarship?

Support will be terminated unless:

- ▶ they enrol directly to another private school
- ▶ the family takes responsibility for any additional fees involved in the transition.

### What if a student wins a scholarship but can't find a suitable private school?

Their scholarship will be terminated.

### Can a student apply if they are already at a private school?

Yes.

### Is there a need to include Working for Families tax credits as income?

No.

### Is there any flexibility in the Aspire income threshold for families with a high number of children?

Yes – by not including Working for Families tax credits. Families with more children are now not disadvantaged for receiving more Working for Families tax credits than families with fewer children.

### Can the Aspire Scholarship be used for boarding and/or travel fees?

- ▶ The course related costs can be used towards boarding and/or travel costs. The body of the scholarship can only be used for tuition fees
- ▶ Families are welcome to seek additional assistance for boarding fees elsewhere. Avenues could include:
  - ▶ the Ministry of Education Boarding Bursary
  - ▶ scholarships available from private schools.

### Can a recipient of the Aspire Scholarship also receive other scholarships or financial assistance from other sources?

Yes. However, if the source comes from a trust, this will need to be declared.

### Will an Aspire family need to submit a summary of earnings each year while their child holds the scholarship?

No.

### Application process

- ▶ To apply for the Aspire Scholarship, an application form must be filled and received in hard copy at the Ministry of Education National Office
- ▶ Applicants will be balloted and drawn at random
- ▶ All applicants will be advised of the outcome of their application by letter.

### Successful scholarship recipients

- ▶ Successful Aspire Scholarship recipients are fully responsible for enrolling at a private school, and are not guaranteed enrolment at any private school by the Ministry of Education
- ▶ Private schools have their own enrolment processes and conditions and recipients must abide by these
- ▶ Once the Ministry of Education advises recipients of the scholarships, they have approximately four weeks to confirm enrolment at a private school
- ▶ Applicants are encouraged to contact private schools before they are notified of the outcome of their application so they are well prepared if their application is successful.

### For more information:

- e [aspire.scholarship@minedu.govt.nz](mailto:aspire.scholarship@minedu.govt.nz)
- p (04) 463 8262



# Tertiary Education

## Featured stories

- ✕ Study Support for Pasifika Students
- ✕ Youth Guarantee
- ✕ Trade Academies
- ✕ Student Loans
- ✕ Modern Apprenticeships
- ✕ Student Allowance
- ✕ Teaching Careers

## ✧ Study Support for Pasifika Students

### Who supports Pasifika tertiary students?

Many training providers offer targeted support for Pasifika students to assist them with any practical, academic, social or financial issues. Universities and polytechnics have academic co-ordinators and mentoring programmes to help Pasifika students achieve academic success.

### What does a high-quality Pasifika tertiary study support service look like?

The best support services are:

- ▶ visible
- ▶ tailored to needs
- ▶ able to provide different types of support – personal, academic, social and spiritual.

### Studying at university or polytechnic – will I need support?

The tertiary environment can feel very different from secondary school and can sometimes feel very isolating for Pasifika students. A Pasifika student may look for study support because they:

- ▶ want a home away from home – a friendly, relaxed Pasifika space for study
- ▶ need some extra tuition to help with academic study
- ▶ want to contribute to a supportive learning environment for others
- ▶ wish to affirm their identity as Pasifika

- ▶ want to pursue sporting or cultural interests
- ▶ need help managing finances and applying for scholarships
- ▶ are looking for a mentor
- ▶ are keen to be active on political issues affecting Pasifika students.

### Support services that tertiary providers may offer

Some tertiary providers offer a wide range of services for Pasifika students. They may even have purpose-built fale on campus, bringing these services together in a uniquely Pasifika space.

### Examples of cultural support

- ▶ Provision of fono rooms
- ▶ Networking with other Pasifika students
- ▶ Pasifika orientation
- ▶ Pasifika clubs
- ▶ Sports teams
- ▶ Pasifika mentoring
- ▶ Accommodation help
- ▶ Pasifika workshops.

### Examples of academic and learning support

- ▶ Assistance with study and library skills
- ▶ Help with exam preparation
- ▶ Peer study groups
- ▶ Computer and study space
- ▶ Writing support
- ▶ Maths and calculations support
- ▶ Mentoring
- ▶ One-on-one tutorials

- ▶ Group tutorials
- ▶ Faculty support.

### Examples of pastoral guidance

- ▶ Information on and assistance with scholarships
- ▶ Assistance with student loan and allowance applications
- ▶ Personal counselling
- ▶ Assistance with accommodation
- ▶ Budgeting advice
- ▶ Liaison with family.

### How can a student find out what Pasifika student support an institution provides?

A student can:

- ▶ talk to past or current Pasifika students about their experiences at university or polytech
- ▶ use networks to find out which campuses are likely to be most supportive
- ▶ look on websites for more information
- ▶ find out if the campus has Pasifika liaison staff
- ▶ attend tertiary open days and orientation events on campus
- ▶ ask if the provider has mentoring or academic support for Pasifika students
- ▶ find out if the provider has any papers in your subject area that are taught from a Pasifika perspective
- ▶ arrange an on-site visit to the campus.

### For more information:

w <http://www.careers.govt.nz>



## Youth Guarantee

Youth Guarantee sets out to improve the educational achievements of targeted 16 and 17 year olds by providing them with the chance to participate in a range of work related courses free of charge.

To be eligible for enrolment, Youth Guarantee applicants must:

- ▶ be a domestic student
- ▶ be 16 or 17 at the time of the study commencement and not turn 18 within three months of beginning study in Youth Guarantee
- ▶ must not be enrolled in school
- ▶ have either completed Year 11, or have withdrawn from Year 11 in the year prior to entering a Youth Guarantee programme.

### What does Youth Guarantee look like?

Courses offered through Youth Guarantee should:

- ▶ be linked to levels 1–3 qualifications
- ▶ have embedded literacy, language and numeracy in the course content
- ▶ provide students with knowledge and information on career pathways
- ▶ contain a mix of practical, specific and generic skill development
- ▶ be delivered face-to-face
- ▶ not be a direct substitute for school-based learning.

The Tertiary Education Commission will measure the performance of Youth Guarantee based on:

- ▶ the proportion of Youth Guarantee students completing their enrolled courses

- ▶ the proportion of Youth Guarantee students successfully completing their enrolled courses
- ▶ the proportion of Youth Guarantee students that progressing into further education, training or employment
- ▶ the extent to which Youth Guarantee students improve their literacy and numeracy skills.

### Will there be flexibility in accepting students who are outside the eligibility criteria for age?

No. The initiative is targeted at a very specific group of learners. This means that students who are 15 but have school exemption are not eligible for Youth Guarantee.

### Can students who have enrolled in school for the current academic year but wish to leave in the first month later enrol in Youth Guarantee?

Only if there are still Youth Guarantee places available.

### Will providers be able to provide introductory courses as part of a Youth Guarantee programme?

Yes, provided the introductory courses are recognised by New Zealand Qualifications Authority.

### What is pastoral care?

Pastoral care is the support provided by tertiary education organisations to enable:

- ▶ smooth transitions from school towards further study/training or employment
- ▶ students towards achieving successful outcomes.

### How will institutions provide pastoral care?

Providers will be expected to have facilities and student support services that are tailored to learner and cultural needs.

### Are Youth Guarantee learners eligible for student loans?

Youth Guarantee learners aged 16 and 17 are not eligible to receive student loans or course-related costs as there is no course fees.

### Can students access student allowances such as the Independent Circumstances Benefit while on a Youth Guarantee programme?

Yes, as long as they meet the criteria for the Independent Circumstances Benefit.

### Will students be eligible to claim travel costs, as they can for Youth Training?

No. Youth Guarantee funding does not include a travel allowance.

### For more information:

- p** (04) 462 5200 – Tertiary Education Commission
- w** <http://www.tec.govt.nz/>

## ✧ Trade Academies

Trades academies delivered through partnerships between schools, tertiary and industry organisations will enable earning opportunities for senior secondary students interested in a trades career by:

- ▶ providing a greater number of options for study
- ▶ providing clearer pathways for vocational qualifications and employment
- ▶ improving the responsiveness of schools to business and economic need.

The programme is full time (25–30 hours per week) for students already enrolled at school and:

- ▶ consists of both secondary and tertiary elements

- ▶ includes appropriate work experience
- ▶ leads to a worthwhile qualification for the students.

Each trades academy is responsible for enrolling and selecting students. Students and their families should contact their school in the first instance if they are interested in enrolling in a trades academy programme. The trade academies are:

- ▶ Tai Tokerau Trades Academy (Northland)
- ▶ Southern Cross Trades Academy (Auckland)
- ▶ Eastern Bay of Plenty Trades Academy (Whakatane)
- ▶ Waikato Trades Academy (Hamilton)
- ▶ New Zealand Primary Industries Trades Academy (Auckland)

- ▶ Primary Industries Trades Academy (Wairarapa/Hawke's Bay/Taranaki)
- ▶ Wellington Trades Academy
- ▶ Canterbury Trades College (Christchurch)
- ▶ The New Zealand Virtual School Trades Academy (South Otago).

Each trades academy will outline the attendance arrangements for each participating student. This could mean the student may not attend school for any time at all. If for any reason a student aged under 16 cannot continue with the programme, they must return to their school full-time.

### For more information:

e [trades.academy@minedu.govt.nz](mailto:trades.academy@minedu.govt.nz)

## ✧ Student Loans

The Student Loan Scheme helps students to overcome financial barriers to undertaking tertiary study. To get a Student Loan, a student will need to:

- ▶ be a New Zealand citizen or permanent resident
- ▶ sign a contract with the Government
- ▶ be enrolled on a Tertiary Education Commission approved course – full-time or part-time and 32 weeks or longer.

**The Student Loan is made up of three parts:**

### Compulsory fees

- ▶ Students can borrow either part or the total amount of compulsory fees

- ▶ Compulsory fees are paid directly to the education provider
- ▶ Payment will be made two weeks before the course starts or seven days from the date of the Loan Entitlement Advice letter.

### Course-related fees

- ▶ Students can borrow up to \$1,000 per Student Loan account for course-related costs
- ▶ To receive course-related costs, courses must be full-time or part-time. Part-time part year students are not entitled to course related costs
- ▶ Students don't have to claim all costs at once. Students can claim the balance at any time up until the course finishes

- ▶ Students can apply for course-related costs online using MyStudyLink
- ▶ Course-related costs are paid directly to the student's bank account.

### Living costs

- ▶ Students can borrow up to \$163.38 a week for living costs while studying
- ▶ Student Loan living costs are not affected by any other income
- ▶ Living costs payments are direct credited to the bank
- ▶ Living costs payments start in the second week of the course.

## ✧ Student Allowance

A Student Allowance is a weekly payment to help with living expenses while studying full-time. A student doesn't have to pay this back. To get the Student Allowance students will need to:

- ▶ be 18 or over
- ▶ study full-time
- ▶ be at secondary school or on a tertiary course approved by the Tertiary

Education Commission

- ▶ be a New Zealand citizen, permanent resident refugee or protected person.

Student Allowance payments are determined by:

- ▶ income
- ▶ parents' income if a student is aged under 24
- ▶ residence in the parental home.

As part of the Student Allowance, a student may be able to get an Accommodation Benefit if they live away from the parental home while studying, or live in the parental home and pay market rent. A student can only get the Accommodation Benefit if they qualify for Student Allowance.

## ✧ Modern Apprenticeships

### Who is a Modern Apprenticeship for?

For anyone who:

- ▶ is between 16 and 21 years old at the start the apprenticeship
- ▶ can meet the entry requirements of the industry
- ▶ is ready to start working towards a national certificate at Levels 3 and 4.

### What is expected of Modern Apprentices?

Modern Apprentices will have to:

- ▶ attend all courses that are part of the apprenticeship
- ▶ complete off-the-job assessments
- ▶ complete on-the-job assessments.

### What are the benefits of a Modern Apprenticeship?

Modern Apprentices will be able to:

- ▶ earn money as they learn
- ▶ gain professional and practical skills
- ▶ gain one or more national certificates, depending on the programme and industry
- ▶ be supported by a Modern Apprenticeship co-ordinator.

### Step-by-step guide to becoming a Modern Apprentice

#### Step 1: Choose an industry

Decide on an industry.

#### Step 2: Contact a Modern Apprenticeship co-ordinator

Contact a Modern Apprenticeship co-ordinator responsible. The Modern Apprenticeship co-ordinator will provide advice on the entry requirements needed.

#### Step 3: Find a job

Find a job by looking through adverts online, newspapers, work websites, and speaking to family and friends. Check with potential employers if they are interested in taking on a Modern Apprentice.

#### Step 4: Sign up for a Modern Apprenticeship

A Modern Apprentice will usually sign two agreements with employers:

- ▶ an employment agreement
- ▶ an industry training agreement, which is part of your employment agreement.

#### Step 5: Develop a training plan

Once the training agreement has been signed, the best training plan will be developed.

### What does a Modern Apprenticeship cost?

Modern Apprenticeship fees vary and the best way to find out about fees is to talk to the employer, Modern Apprenticeship co-ordinator or industry trade organisation.

### What qualification will Modern Apprentices get?

The qualification depends on the chosen industry. It will usually be a national certificate at Levels 3 and 4.

### How long does a Modern Apprenticeship take?

A Modern Apprenticeship takes only 2 years to complete.

### For more information:

**p** 0800 222 733 (Career Services)

## Teaching Careers

### Early childhood education

Pasifika considering becoming early childhood teachers now have options to study for an early childhood education teaching qualification that is focused on Pasifika language, culture and identity.

### What qualifications are needed to meet university entry requirements?

Applicants are required to meet the University Entrance standard. This is a minimum of 42 credits at Level 3 or higher on the National Qualifications Framework.

### What is the minimum qualification for early childhood teachers in the future?

The benchmark qualification for New Zealand qualified early childhood teachers is a Diploma of Teaching (Early Childhood Education) or an equivalent Level 7 qualification.

### How long will it take to study for a diploma or degree?

Usually three years, but this can vary depending on previous study and whether the study is full-time or part-time.

### How much will the programme of study cost?

For full-time study, the fees for a year will be around \$4,000.

### What financial assistance is available?

- ▶ Financial support for students is available through StudyLink – administered by the Ministry of Social Development. Support includes the Student Allowances and Student Loan Schemes.

**w** [www.studylink.govt.nz](http://www.studylink.govt.nz)

**p** 0800 88 99 00

- ▶ Additional support includes the Early Childhood Education Service Teacher Education Grants.

For further information visit the Ministry of Education website [www.lead.ece.govt.nz](http://www.lead.ece.govt.nz)

TeachNZ is offering scholarships to pay course fees and provide an allowance of \$10,000 over the period of study. Selection for these scholarships will focus on the skills, motivation and past achievements of potential early childhood teachers.

To apply for a TeachNZ Early Childhood Education Scholarship, an applicant will need to show they:

- ▶ have been offered a place to study in an approved Early Childhood teaching qualification
- ▶ have a history of commitment and achievement
- ▶ understand the importance of identity, language and culture
- ▶ have the ability to recognise the different Pasifika languages and show a strong desire to improve existing levels of proficiency
- ▶ have the support of leaders community to support the decision to become a teacher
- ▶ have experience or involvement with young people's activities or learning and/or early childhood education.

For further information visit [www.TeachNZ.govt.nz](http://www.TeachNZ.govt.nz) which contains much more information about scholarships, teaching, studying, the curriculum, pay and conditions, as well as links to other relevant sites.

### Will future teaching qualifications be recognised?

All teacher education qualifications must be approved by the New Zealand Teachers Council.

### Can a student work at an early childhood education service while studying?

Yes, current requirements for all early childhood education services enable them to employ people who are not yet qualified and registered and/or are engaged in study.

### Primary school

Pasifika graduates considering primary teaching as a career can undertake:

- ▶ a one-year compressed primary programme of study
- ▶ a two year primary qualification
- ▶ a one-year graduate diploma.

### What entry requirements are needed?

Entry requirements vary between providers. While providers will look at past academic performances, they also place importance on personal qualities, communication skills and background experiences.

### What will be the cost to study?

Full-time fees for a year will range from \$3,700–\$6,300 plus text books, other materials and expenses. Applicants need to contact the provider for information about costs.

### Is financial help available?

Financial support for students is available through StudyLink which is administered by the Ministry of Social Development. Support includes the Student Allowances and Student Loan Schemes. The free phone contact is 0800 88 99 00 and the website [www.studylink.govt.nz](http://www.studylink.govt.nz)

TeachNZ offers scholarships to ensure there is the right numbers of teachers in the areas they are needed most.

For further information visit [www.TeachNZ.govt.nz](http://www.TeachNZ.govt.nz) which contains much more information about scholarships, teaching, studying, the

curriculum, pay and conditions, as well as links to other relevant sites.

#### **Are there any other types of financial support available?**

The Voluntary Bonding Scheme recognises teachers who choose to enter teaching in schools and subjects where there is high need. For information about voluntary bonding for teachers, visit [www.minedu.govt.nz](http://www.minedu.govt.nz)

#### **Secondary school**

New secondary teachers will be in greatest demand over the next decade as secondary school rolls grow and a large group of older teachers move on to other areas. Some subject specialists will be keenly sought and more Pasifika teachers are needed in all schools.

#### **What entry requirements do I need?**

- ▶ Entry requirements (pre-requisites) vary between providers. A subject-based degree or equivalent is the most usual entry requirement.
- ▶ Students whose degree is not subject-based can often complete a one-year graduate diploma in order to gain the requisite number of subject credits to have a major and a minor secondary school curriculum subject to teach
- ▶ While providers will look at your qualifications and past academic performance, they also place importance on personal qualities, communication skills and background experiences.

#### **What will it cost me to study?**

Costs range between \$4,500 and \$6,500 plus text books, materials and expenses

a year. Applicants should contact the provider for information about costs.

#### **Is financial help available?**

Financial support for students is available through StudyLink which is administered by the Ministry of Social Development. Support includes the Student Allowances and Student Loan Schemes. The free phone contact is 0800 88 99 00 and the website [www.studylink.govt.nz](http://www.studylink.govt.nz)

TeachNZ offers scholarships to ensure there is the right number of teachers in the areas they are needed most. For further information visit [www.TeachNZ.govt.nz](http://www.TeachNZ.govt.nz) which contains much more information about scholarships, teaching, studying, the curriculum, pay and conditions, as well as links to other relevant sites.





# Sector-Wide Education

The background of the page features a series of overlapping, wavy horizontal bands. The top band is a solid dark blue. Below it is a lighter blue band with a subtle, repeating geometric pattern of interlocking circles or stars. The bottom band is a very light blue, almost white, also featuring the same geometric pattern. The overall effect is a modern, layered design.

## Featured stories

- ✕ Ministry of Education  
Staff Capability

## Ministry of Education Staff Capability

Reaching the targets of the Pasifika Education Plan 2009–2012 (*Plan*) requires everybody in the Ministry and education sector to work together to ensure the education system works for Pasifika peoples so they can be part of a future that provides improved social and economic wellbeing.

A key vehicle to achieve the vision of the *Plan* is organisational commitment and endorsement from leadership that Pasifika peoples' achievement in the education system is a priority. The *Plan* needs to be included in the Ministry's strategic documents, business plans, and guide policy formulation and implementation activities.

An integral part of the *Plan* is also a strong focus on monitoring using research, evidence, evaluation and data to drive progress in Pasifika education. This includes the assessment of whether initiatives provide value for money.

### What we are trying to achieve

We want to develop Ministry staff in their understanding of Pasifika people, cultures, languages, identities and aspirations. This involves collectively building evidence about what works for Pasifika learners in education and how staff can lead change for Pasifika success.

### Why this is important

New Zealand's Pasifika population is fast growing, young and diverse. The average age for Pasifika people is 21 compared with almost 36 for the total population. This age structure and growth rates mean that Pasifika success is critical to New Zealand's success.

Since 2008, Pasifika students have demonstrated progress against almost all of the targets in the *Plan* but there is still much more work to do to reach all the targets in the *Plan* and for Pasifika to achieve as well as other students.

### How we are going

#### Sau Ta Ō

The Ministry is building the capability of its staff to lead change for Pasifika success through Sau Ta Ō, The Pasifika Cultural Responsiveness Programme. Sau Ta Ō is a Samoan phrase and means, 'come with me – let's make this journey together'.

Building the capability of all staff to work more effectively for Pasifika children, young people and their families is critical to achieving better outcomes for Pasifika learners, particularly those with special needs. This requires Pasifika staff, leaders and experts to work collaboratively and alongside all non-Pasifika staff – making the journey of raising Pasifika achievement together.

Sau Ta Ō is an interactive, practical professional development opportunity for Ministry staff (mainly non Pasifika who have a desire to learn more about Pasifika peoples and their cultures) that combines clinical theory and knowledge with Pasifika cultural theory and knowledge. This in turn will help staff to improve quality services to Pasifika children and their families.

Sau Ta Ō has been delivered nationally to Ministry staff since 2004 (formerly known as the Cultural Training Programme) and is a core part of the Ministry's Special Education business plan and the *Pasifika Education Plan 2009–2012*.

#### Fono series

We value every opportunity to have discussions with our communities. The Ministry's strategic fono series led by the Secretary for Education has been a significant item on the Pasifika work programme for some years. It has provided the Ministry with strong links into the community to support raising Pasifika achievement.

Previous feedback from fono has been used in developing Pasifika Education Plans over the years and gathering information on work programmes across the Ministry. The 2009 fono series were much more targeted to school leaders and with a focus on raising literacy, numeracy, awareness of special education, and increasing participation in early childhood education.

The Pasifika Education Co-ordinators based in the regional offices also hold a number of tailored fono in the community and with schools to raise awareness of *Plan*. The relationship building and sharing of ideas during these fono is a valuable way of making the vision in the *Plan* a reality.

#### The Pasifika Advisory Group (PAG)

PAG is a partnership between Pasifika communities and the Ministry of Education. Its purpose is to provide critique and advice to the Ministry of Education on ways to improve the education system's effectiveness to improve the education outcomes of Pasifika students. Group members also work alongside the Ministry in the engagement with Pasifika parents, families, communities and students. This involves sharing and exchanging information, ideas and concerns, and raising parental expectations for better education outcomes from the education system. Membership is spread across the country, representing a variety of skills, backgrounds and experiences across all education sectors and special needs.

PAG meetings are focussed on discussing the *Plan* and key policies. PAG was a key group that the Ministry utilised during its consultation on the Tertiary Education Strategy 2010–2015 (TES) during 2009. The final TES included '*increasing the number of Pasifika students achieving*

at higher levels' as one of its seven priorities'. PAG was also instrumental in supporting the development of the New Zealand Qualifications Authority's *Pasifika Education Strategy 2009–2012* launched in April 2009. This strategy sets out to improve the number of highly skilled and qualified Pasifika students entering the labour workforce.

#### **Collaboration within New Zealand and across the Pacific Region**

The Ministry of Education is the lead Government agency for the *Plan* and works in close collaboration with the Education Review Office, Careers New Zealand, New Zealand Qualifications Authority, New Zealand Teachers Council, Tertiary Education Commission, the Ministry of Pacific Island Affairs, and the Ministry's Pasifika Advisory Group. It is integral that all parts of the education system work together to achieve the *Plan*'s goals. Better results are likely if the responsibility for Pasifika education achievement is shared between Government organisations, teachers, parents, families, early childhood education providers, schools, tertiary institutions and students.

The Ministry has found that a strong relationship with our Pacific neighbours is critical to the success of the *Plan*. The *Plan* seeks to build on strong Pasifika cultures, identities and languages to raise Pasifika presence, engagement and achievement. This cannot be done in isolation of the strong connection and intergenerational links

to other Pacific nations because Pasifika families retain strong connections to their Pacific countries of origin. Close working relationships with education systems across the Pacific region also helps to share good practices about what is working in these different contexts and to support smooth transitions for students entering the Aotearoa/New Zealand education system as well as students moving offshore.

The *Plan* provides strong education links with the Pacific region through inter-country relationships such as the Treaty of Friendship with Samoa and the memorandum of understandings with other countries such as Tokelau, Niue and the Cook Islands, and involvement in the annual Pacific Forum Education Ministers Meeting (FEEdMM).

#### **What we are trying to achieve**

The goal is for the Ministry to strengthen its relationships with key agencies, organisations and communities within New Zealand and across the Pacific Region. This is to ensure that all parts of the New Zealand education system work together to cater for the diversity of the Pasifika learner, building on Aotearoa New Zealand's strong relationships across the region.

#### **Why this is important**

This is to ensure that Pasifika people are able to operate and negotiate successfully through economic, political, social, cultural and spiritual, worlds no matter where they have come from. This can be achieved when:

- ▶ all parts of the education sector work together to better meet the requirements of Pasifika communities, and
- ▶ there is effective cross-agency work to responding to requests for education support from Pacific countries.

#### **How we are doing**

##### **The Inter-Agency Group for the Pasifika Education Plan (IGPEP)**

IGPEP supports guides and advises on the strategic direction of the *Plan*. The strong agency alignment at the senior official level ensures that the common understanding towards meeting the goals and targets of the *Plan* are prioritised.

##### **Strategic Connections**

The Ministry works closely with many other agencies on issues that are relevant to Pasifika education. This involves attending seminars, presenting at conferences, contributing to action plans that have a specific focus on areas with high Pasifika populations, collaboratively developing research capacity, and building relationships across the education sector and with Pasifika communities.

The Ministry regularly hosts placements from personnel from Pacific countries. The purpose of these short postings is to gain insight and knowledge about New Zealand's education system. The Ministry is also able to learn about the education system in other Pacific countries.

